

# FIVE POEM PROJECT

**STEP ONE:** Choose **FIVE** poems from the book.

**STEP TWO:** Copy these five poems (*write them out by hand, one poem per page*).

**STEP THREE:** Do one of the follow-up assignments for each of the poems

- The two assignments marked with asterisks (\*\*) are required
- All of your follow-up assignments must be different (i.e., use each option only once!)

## 1) ANNOTATE

Make a photocopy of the poem or hand-write an additional copy. With a different color pen, write your reactions, questions, observations, insights, and feelings on the poem itself. Consider, also, things you may need to define, explore, look up, or pay attention to like vocabulary, allusions, Arabic, and epigraphs

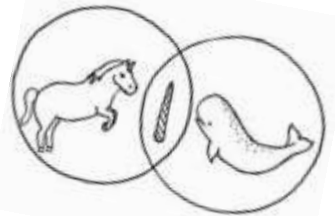


## 2) ILLUSTRATE

On a separate piece of paper, write the poem's title and the poet's name in the center of an unlined piece of paper. Draw one intricate image from the poem, draw a collection of images from the poem, or make a collage to represent images from the poem.

## 3) \*\*COMPARE/CONTRAST

Compare and/or contrast the poem to specific details and overall conclusions about the war book you read. Make a Venn diagram (on a regular-sized piece of paper) and fill it with astute and specific observations about the poem and your book.



## 4) IMITATE

Remember our imitation poems from the first of the year? (We imitated poems with strong symbols like Whitman's "A Noiseless, Patient Spider" and Donald Justice's "Men at Forty.") To write an imitation, you use the "skeleton" of the original poem as a sort of Mad Lib, but use your own images, words, and subject matter in the meaningful places.

## 5) MEMORIZE

Memorize the poem and then pass it off to Ms. Bishop. No grand performance required, but do follow the punctuation marks (read in sentences and phrases), give slight pause at line and stanza breaks (but no drop in pitch unless it's also the end of a sentence/phrase), and deliver the poem with an appropriate tone.



## 6) CREATE



Let the original poem inspire a poem of your own. Unlike the imitation, I want you to create your own structure AND your own content. You should, however, respond to ideas in the poem or write your poem as a prologue/epilogue/sequel to it. Please do NOT try to pretend that you know combat or Iraq or the military like Turner does (it will not create an authentic poem). Instead be YOU but be inspired by Turner's poem or even some little part of it (an image, an observation, something you learn from the poem, something it makes you remember, etc.). Try to use a phrase or line of his poem as an epigraph for your poem.

## 7) \*\*PERFORM A CLOSE READING

Visit the OWL online (Purdue University's highly respected online writing lab). Specifically, use this address to get to their page "Poetry: close reading": <http://owl.english.purdue.edu/owl/resource/751/01/>

Read the information there, look at a sample, and peruse the slide show there. Afterward, follow the sample to create a close reading of similar length and quality for one of your poems. NOTES: 1) the sample begins under the heading "Performing the Close Read"; 2) the poem they use as an example is VERY different in style and content than Turner's poems—you will NOT have the same specific observations as the sample; and 3) I will also post a link to the address above on our class site: [www.olympusbishop.wikispaces.com](http://www.olympusbishop.wikispaces.com) . Scroll down the home page!



## STEP FOUR:

Make a title page for your collection. Give it a real, meaningful title—not a label (NOT "Poem Project" for example). Include your name and class period then bind all of your work together.

## SCHEDULE:

2/19 (A)	Introduction to project
2/20 (B)	Work on project (iPads available)
2/21 (A)	Project Work Day 2 (iPads available)
2/22 (B)	
2/25 (A)	Project work day 3 (iPads & library access available)
2/26 (B)	
2/27 (A)	Project due— <u>FIRST</u> of class!
2/28 (B)	